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June 30, 2005

VIA HAND-DELIVERY

Marlene H. Dortch, Esq.
Secretary

Federal Communications Commission

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JUN 30 2005

Federal Communications Commission
Office of Secretary

Re: MM Docket No. 04-252
RM-10862, 11155
(Parker, Arizona, et. al.)
Supplement to Counterproposal

Dear Ms. Dortch:

Transmitted herewith, on behalf of 3 Point Media-Prescott Valley, LLC, is an original and four (4) copies of its Supplement to Counterproposal in the above-referenced proceeding. In the event the Commission has any questions with respect to the filing of this Supplement, please contact the undersigned.

Respectfully submitted,



Lee J. Peltzman
Counsel for

3 POINT MEDIA-PRESCOTT VALLEY, LLC

Enclosures

cc: Deborah Dupont (w/encl.) – via email (deborah.dupont@fcc.gov)

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Before the
FEDERAL COMMUNICATIONS COMMISSION
Washington, DC 20554

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JUN 30 2005

Federal Communications Commission
Office of Secretary

In the Matter of)
)
Amendment of Section 73.202(b)) MD Docket No. 04-252
Table of Allotments) RM-10862, 11155
FM Broadcast Stations)
(Parker, Prescott Valley, Mayer, Miami,)
and Ajo, Arizona))

To: The Secretary, FCC
Attn: Assistant Chief, Audio Division
Media Bureau

SUPPLEMENT TO COUNTERPROPOSAL

3 Point Media-Prescott Valley, LLC ("3 Point"), licensee of Station KKLD(FM), Prescott Valley, Arizona, by its counsel, hereby submits this Supplement to the Counterproposal filed on August 30, 2004, in the above captioned proceeding.¹ Specifically, 3 Point supplements the Counterproposal to provide the Commission with requested information relating to the community of Mayer, Arizona.

I. Introduction

1. In this Supplement, 3 Point provides the Commission with evidence establishing Mayer's independence from the Prescott, Arizona Urbanized Area. The allocation of Channel 252C at Mayer implicates the Commission's policy regarding the migration of stations into urban areas because, from the proposed transmitter site, KKLD will place a 70 dBu contour over more than 50 percent of the Prescott Urbanized Area.² Therefore, in this Supplement, 3 Point is providing the Commission with the required showing of independence for Mayer.

¹ The Mayer, Arizona counterproposal was initially filed by W. Grant Hafley, then-licensee of Station KKLD and 3 Point as proposed assignee of KKLD. On May 2, 2005, the parties consummated the assignment of license of Station KKLD to 3 Point, which is now licensee.

² KKLD will place a 70 dBu contour over approximately 7% of the Phoenix Urbanized Area.

II. Mayer is Independent of the Prescott Urbanized Area

2. In making the determination whether to award an urbanized community a first local service preference, the Commission considers the extent to which the station will provide service to the entire Urbanized Area, the relative populations and proximity of the suburban and central city, and, most importantly, the independence of the suburban community. *See Faye and Richard Tuck*, 3 FCC Rcd 5374, 5377-78 (1988) (“*Tuck*”). In this case, the proposed KKLD 70 dBu contour will encompass the Prescott Urbanized Area. The population of Mayer (2000 U.S. Census 1,408) is 4.2% of that of Prescott (2000 U.S. Census 33,938), and Mayer is located over 26 kilometers away from Prescott and is not contiguous to that community. These figures compare favorably to those of other suburban communities granted a first local preference. *See, e.g., Old Fort, Fletcher, and Asheville, North Carolina; Surgoinsville, Tennessee, and Augusta, Georgia*, 18 FCC Rcd 12181 (2003); *Malvern and Bryant, Arkansas*, 14 FCC Rcd 3576 (1999); *Ada, Newcastle and Watonga, Oklahoma*, 11 FCC Rcd 16896, 16899 (1996); *D’Iberville and Wiggins, Mississippi*, 10 FCC Rcd 10796 (1995). In any event, the Commission has repeatedly stated that these factors are less important than evidence of independence. *See Headland, Alabama and Chattahoochee, Florida*, 10 FCC Rcd 10352, 10355 (1995). The following analysis of the eight *Tuck* factors demonstrates the independence of Mayer from Prescott:

(1) ***Extent to which the residents of Mayer work in Mayer.*** According to 2000 U.S. Census figures, 167 of the 496 employed individuals in Mayer, or 33.7%, work at their place of residence. *See Exhibit 1*. This percentage compares very favorably with other independent communities. *See, e.g., Albemarle and Indian Trail, North Carolina*, 16 FCC Rcd 13876 (2001) (11.3% of working-age residents worked in community);

Coolidge and Gilbert, Arizona, 11 FCC Rcd 3610 (1996) (13% of Gilbert's working population actually worked in Gilbert).

(2) ***Newspapers and other media that cover Mayer's local needs and interests.*** The *Big Bug News* is a regional paper that covers local needs and contains news and information of special interest to residents of Mayer. The residents of Mayer can subscribe to the *Big Bug News* or access the paper at the website, <www.bigbugnews.com>. Therefore, the residents of Mayer do not need to rely on Prescott media. See Exhibit 1.

(3) ***Community leaders and residents perceive Mayer as being separate from Prescott.*** The community of Mayer has its own unique identity and history that are separate from that of Prescott. The community is named after its founder, Joseph Mayer. Joe Mayer opened a Wells Fargo stage station, initially known as Big Bug Station, on the banks of the Big Bug Creek. The Wells Fargo Express from Phoenix stopped at the station, often carrying gold. The station was renamed Mayer after its owner, Joe Mayer, in 1882. The first post office in Mayer was established in 1884. Initially, the town's economy revolved around those active area gold, silver, copper and lead mines. Smelters were built in Mayer in order to process large quantities of ore. In 1889 onyx was discovered in Mayer. It was said to be one of the largest and finest deposits in the United States. With the extension of the Santa Fe Railroad, Mayer rapidly became a commercial center for the area, which it remains today. See Exhibit 1.

(4) ***Mayer does not have its own local government.*** Mayer is a Census Designated Place and has no local government. However, there are several governmental offices located in Mayer. The State of Arizona Department of Transportation maintains

an office in Mayer. The community has a Justice Court and its own Justice of the Peace. The community provides services such as water, a fire department and a library. And, electricity is provided by the Arizona Public Services Company located in Mayer.

(5) ***Mayer has its own zipcode.*** The zip code designated for Mayer is 86333. The U.S. Postal Service operates the Mayer Main Post Office at 12795 E. Central Avenue. *See Exhibit 1.*

(6) ***Mayer has its own commercial establishments and health facilities.*** Mayer is home to a variety of businesses and commercial establishments. It is served by the Mayer Chamber of Commerce. A number of local businesses identify with the community by using “Mayer” in their name, including Mayer Market, Mayer Barber Shop and County Store, Best Little Hair House in Mayer, Mayer Truck & Auto Repair, Old Mayer Mercantile, Mayer Recreation Center and Mayer Vee Dubs and Restoration. Among other retail and commercial businesses located in Mayer are Hailey’s Grill, C&S Heating and Cooling, Uncle Ron’s Smokehouse, Evergreen Hardware and Electrics, Davenport’s County Store, Double D Bar, Whalen Auto Sales, the Hungry Bear Roadhouse, Satran Technical Enterprises, Pump Tech Drilling & Pump, Community First National Bank and Lynn’s Foliage Bank. *See Exhibit 1.*

Health care providers are located in Mayer. Medical services are provided by the Spring Valley Medical Center and the Bradshaw Mountain Diagnostic Center. Dental services are also available. Mayer is also home to a number of places of worship, including Mayer Community Church, First Southern Baptist Church, Spring Valley Community Church and Saint Joseph’s Catholic Church. *See Exhibit 1.*

(7) *Mayer has an advertising market that is separate and distinct from Prescott.* The *Big Bug News* allows businesses in Mayer to reach the residents of Mayer through advertisements in its print and on-line edition. *See Exhibit 1.*

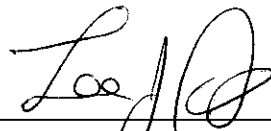
(8) *Mayer has its own schools and fire department.* Mayer Unified School District No. 43 serves the residents of Mayer with the following schools: Mayer Elementary School and Mayer Junior/Senior High School. Mayer is also home of the Orme School, which is a boarding “prep school”. The Mayer Fire Department provides local fire protection services. Mayer also has its own full service public library. Water is provided by the Mayer Water District. There is also an office of the Arizona Public Service Company in Mayer providing electricity to the residents of Mayer. The community also has the Mayer Justice Court and its own Justice of the Peace. *See Exhibit 1.*

III. Conclusion.

3. Based on the foregoing evidence, it is beyond dispute that Mayer is independent of Prescott, and is therefore deserving of a first local service. The Commission should promptly adopt a Report and Order granting the counterproposal advanced by 3 Point.

Respectfully submitted,

3 POINT MEDIA-PRESCOTT VALLEY, LLC

By: _____

Lee J. Peltzman
Shainis & Peltzman, Chartered
1850 M Street, N.W.
Suite 240
Washington, D.C. 20036
(202) 293-0011
Its Counsel

Date: June 30, 2005



P27. PLACE OF WORK FOR WORKERS 16 YEARS AND OVER--PLACE LEVEL [5] - Universe:

Workers 16 years and over

Data Set: Census 2000 Summary File 3 (SF 3) - Sample Data

NOTE: Data based on a sample except in P3, P4, H3, and H4. For information on confidentiality protection, sampling error, nonsampling error, and definitions see <http://factfinder.census.gov/home/en/datanotes/expsf3.htm>.

	Mayer CDP, Arizona
Total:	496
Living in a place:	496
Worked in place of residence	167
Worked outside place of residence	329
Not living in a place	0

U.S. Census Bureau
Census 2000

Standard Error/Variance documentation for this dataset:

Accuracy of the Data: Census 2000 Summary File 3 (SF 3) - Sample Data (PDF 141.5KB)



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MAYER AZ is associated with the following ZIP Code(s):

ZIP Codes

86333

ZIP Code Status

ACCEPTABLE (DEFAULT)

ZIP Code Type

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Location:

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US Post Office

Address: 12795 E Central Ave, Mayer, AZ 86333

Phone: (800) 275-8777

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Mayer

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Mayer Fire Dept

Address: 1001 Miami St, Mayer, AZ 86333
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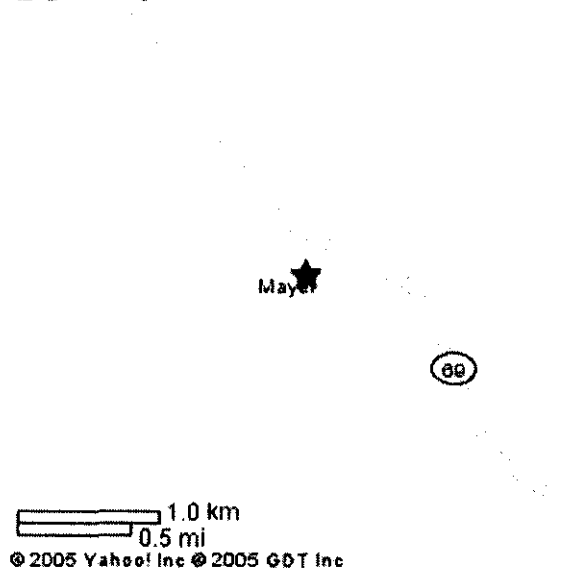
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Mayer Water District

Address: 13193 E Central Ave, Mayer, AZ 86333

Phone: (928) 632-4113

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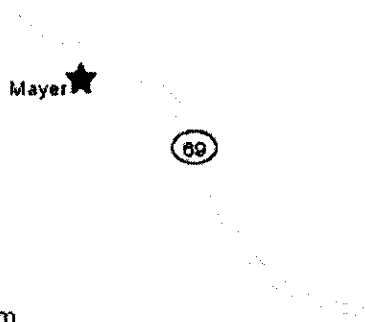
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Location:

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Justice Of The Peace

Address: 12840 Central Ave, Mayer, AZ 86333
Phone: (928) 632-7357

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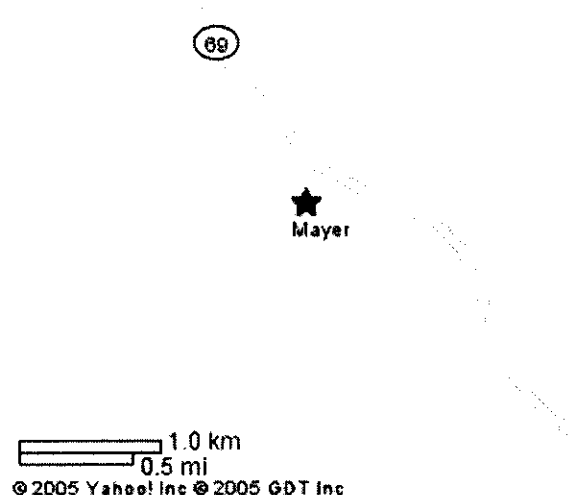
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Judge
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Thursday, June 30, 2005

6/23/2005 5:00:00 AM

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Shouse nearly drowns, 2 friends rescue him

By Andrew Johnson-Schmit
BB/CC News

Graduation Day usually sees crowds of students promising to be friends forever.

One Mayer High School student learned what good friends he had in practical terms within a week after graduation: when they saved his life.

On Memorial Day, a dozen teenagers, mostly new graduates of MHS, headed off with an adult to a creek near the Bullpen Campground in the Verde Valley.

The creek runs 20 feet wide and very deep there. From the 40 foot cliff face, divers don't reach the creek bottom.

Not in front of the cliff, anyway.

To one side of the cliff, stands a large tree, with shallow water in front and a rope swing hanging from it.

Hans Shouse, an MHS junior, and some other kids swung from the rope as others jumped off the front of the cliff.

"There was a knot in the end of the rope," said Ethan Johnson, one of the other swimmers. "You had to jump off and swing out over the deep water before you let go."

The river ran cold at that point, from the depth, but the kids enjoyed the chance to get out on their own together after graduation.

After several swings, Hans took the rope for another swing.

"I remember swinging out," he said. "But it pretty much goes blank after that."



BB/CCN Photo/Andrew Johnson-Schmit A friend is always willing to lend a hand: Ethan Johnson's quick reactions saved Hans Shouse from drowning on Memorial Day. Johnson, right, saw Shouse, left, sink after hitting a cliff face while swinging on a rope over Clear Creek in the Verde Valley. He dove into the creek and hauled Shouse back to the surface with the help of another buddy, Randall Watson.

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"I was watching him from the water," said Johnson. "I could tell something was wrong right away. He didn't have a lot of momentum at first. It just seemed all wrong."

While Shouse began with less momentum, he didn't let go and the 20-foot rope's momentum built as he swung out and arched around toward the face of the cliff.

"He didn't really yell anything," said Johnson. "He just hit the cliff. His knees hit first, then his head with a smack and I remember his feet were about at the water."

With the air forced out of his lungs by the impact, Shouse slid into the water vertically, like a diver in reverse. His body knifed downward, without bobbing to the surface and he was gone.

Without thinking, Johnson dove underneath the water, searching for Shouse with his hands.

"I got him by the shoulder at first. But he slipped out of my hands as I tried to pull him up."

Johnson dove deeper and found Shouse again. Pulling on the unconscious swimmer, Johnson felt the load lighten as Randall Watson dove under and pushed Shouse up from below.

Both boys pulled Shouse to the waterline and up onto shore.

The near-drowned swimmer began to come around on his own.

Amber Passmore, a recent graduate, climbed a rock face and maneuvered until she could get tower coverage for her cell phone. She called 911.

Emergency services dispatched an ambulance to the scene.

Shouse stumbled to his feet and began to walk to the trailhead, a half mile away. He began to stumble and others helped him stay on his feet.

"That's when I start to remember things again," said Shouse.

Recent graduate Hito Cox located cell phone tower service at the trailhead and called Shouse's mother, Sandy Borst.

Borst, a nurse, was at her job at the Verde Valley Medical Center.

"He wanted to let me know what had happened," said Borst.

That changed quickly.

"He began to bleed in his mouth and it began to interfere with his breathing," said Borst. "I told them what to do to keep his airway open and I told my supervisor, 'I'm going to the E.R. (emergency room).'"

As Borst sprinted into the E.R., she heard a radio speaker emitting, "Seventeen-year-old male with subdural hematoma."

"I said, 'That's my son.' They weren't that far away, but I just told the doctor, 'Fly him out.'"

The order became, "Level One Trauma to John C. Lincoln (North Medical Center.)"

Borst left work and began driving and making cell phone calls.

During the three-hour drive because of heavy traffic, she learned her son was stabilized. He had four injuries: a fractured upper jawbone, a perforated sinus, damage to his left wrist and a fractured left forearm.

During Shouse's 32 hours in the hospital, a number of visitors showed up.

Seven friends from school drove down that night.

"There was a rumor going around that I was dead," said Shouse, allowing himself a lopsided smile.

"When he got out, we drove home," said Borst, "And there were all these balloons and flowers waiting on the doorstep when we drove up.

"You keep hearing about how these kids are so rotten these days, that they don't care about other people. I'm telling you it just made me so happy to know how many of them cared so much."

Shouse said, although his memory of the event remains hazy, he knows, "I was mean to the paramedics. They wanted to put me in this neck brace and I was spitting up blood. I'm sorry I was so mean to these people trying to help me."

And he knows he's got a summer, not of sports, but physical rehabilitation ahead of him: up to six months healing his face, up to 12 weeks healing his wrist.

Coach Roland Medina told him to cheer up.

"Hey, Wiley Coyote didn't get the roadrunner this time," he later said.

According to Johnson, not one person in the group of 20 knew CPR or emergency first aid.

"People think CPR is only for old people having heart attacks," said Mayer Fire Chief Glenn Brown. "Actually, it's for anyone, at any age, including young adults receiving a traumatic injury. It's beneficial for this community and everyone living in it for as many people to learn CPR as possible."

Meanwhile, one member of the swimming party took a more immediate action.

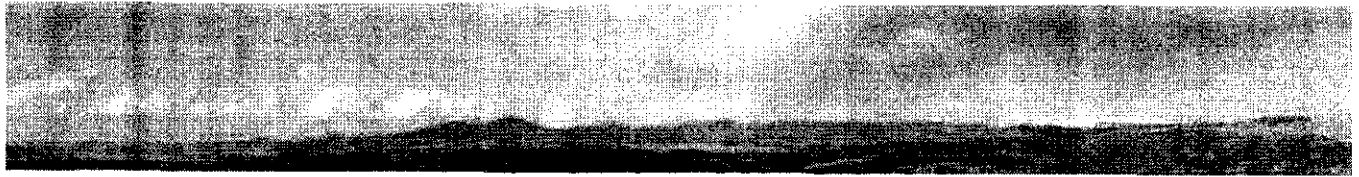
"There was one guy, he'd been hurt on that rope swing before, himself," said Johnson. "He said, 'This rope is jinxed, man.' And he cut it down the next day."

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The Mayer Area

Home

Mayer

The Mayer Area

Joe Mayer and His Town

Mayer

In 1881 a young man with hazel eyes and black hair named Joseph Mayer journeyed from the mining camp of Tip Top to the banks of the Big Bug Creek. The clear running water and the tall trees were a welcome sight.

Spring Valley

Cordes Lakes

Cordes Junction

Events

Member Directory

Joe Mayer was born Joseph Hoffmayer in 1846 in Olean, New York. Only French was spoken in his home. At age 14 he left home as a result of a troublesome life. He changed his name to avoid being found by his ill tempered father. The ambitious young man made his way west by way of the circus and wagon trains. Joe was bright and ambitious. He learned to ride, cook and bake and was quick with figures. He made friends where ever he went because he was honest, reliable and generous. A couple of his friends were Buffalo Bill and Wild Bill Hickok.

The Chamber

Local Links

During Joe's wanderings from Colorado to Kansas to New Mexico, he met Sarah Belle Wilbur. Sarah had red hair and blue eyes. She was born in Maine and could trace her ancestors back to the Mayflower. The two traveled west to Globe, Arizona. Their wedding was postponed due to an outbreak of smallpox. Sarah had been vaccinated against smallpox and nursed the sick using the juice from canned tomatoes and castor oil as her only medicines. Joe was sick with smallpox and lost all his hair (it came back thick and straight rather than curly). His face was pockmarked for years.

They left Globe and moved to a gold mine outside the city where Joe bought half-interest in the boardinghouse. They were finally married there on December 11, 1877. They lived a year at this mining camp then moved to Tip Top in the Bradshaw Mountains. Here they bought a restaurant and stayed until the silver ran out at the mine.

Joe rode over the mountains to the banks of the Big Bug Creek. There was a shack and corral owned by William A. Muncy, a friend of Joe's. Bill sold the place to Joe for \$3500 in gold on a handshake. When Joe brought Sadie and their two infant daughters to his new home, they spent the night at Bumble Bee Stage Station. They then traveled through Antelope Station (later Cordes) and then nine more miles to Big Bug Station.

Joe hired carpenters from Prescott to build their new home and stage station on the banks of the Big Bug Creek. There were long porches front and back, one big room was a general merchandise store with a bar for thirsty miners and cowboys, and adjoining was a dining room and kitchen.

The station was a success because of Joe and Sarah's hospitality. This was a time when roads were dangerous with highwaymen, raiding Indians and weather hazards. Those traveling from Phoenix to Prescott were glad to reach the ease of Big Bug Station. The Wells Fargo Express from

Phoenix stopped at the station often carrying gold and guarded by a shotgun rider. The driver carried a shovel to remove thick, gummy mud from the wheels after a rain. In 1882, the Wells Fargo stage station known as the Big Bug Station was renamed Mayer after its owner, Joe Mayer.

Joe had many enterprises. He bought horses and branded them BM; he accumulated a herd of cattle and branded them with a pine tree. He planted an orchard with trees he shipped in along with the black walnut, mulberry, cherry and plum trees which grew wild. There was a deep well for the household; trees and garden were irrigated with creek water. Joe had the contract for mail service between Mayer and Stoddard and delivered mail by horseback.

Place miners worked every stream for miles around for gold, silver, copper and lead. Joe Mayer grubstaked many prospectors and acquired interest in small mining ventures. Joe owned the French Lily, the Butternut and was half-owner with Jim Slack of the Henrietta. The Big Ledge Development Company bought his mines. The first smelter in Mayer was built in 1902 by George Treadwell of San Francisco. It used oil for fuel and proved ineffective for processing large quantities of ore. He constructed a second smelter in the same area. It provided many new jobs and brought more families to town. The last smelter to come to Mayer was built by the Grey Eagle Reduction Company with H. A. Wagoner as president. It closed after three years.

In 1889 onyx was discovered in Mayer. It is said to be one of the largest and finest deposits in the U. S. At first, Joe thought it was petrified wood. Joe, George & Al McCann, and Captain Buckey O'Neill formed a company for the mine. It was then sold to George Underhill and his son with George becoming the superintendent of the operation. The rock was cut into blocks that were fifteen feet by ten feet by two feet; these blocks were lifted out by derrick and shipped to Vermont where it was cut and polished. The company operated two years and then shut down due to litigation.

Sarah sent for her mother and Uncle Hiram. Hiram took advantage of the good soil and ready water and started his own garden, orchard and herd of cattle branded HY.

Sarah, known as Sadie, was active in the community. She was the first postmistress in Mayer when the first post office was established in 1884. She opened at most any time for residents to get their mail, including Sundays. She used a small room in her home for the post office. There was no physician in town, so Sadie often acted as the town doctor. She was known to extract slivers of steel from miners' eyes using a magnet. She often set broken bones. Sadie was a fine shot, one evening there was a disturbance in the henhouse; she opened the window and fired a shot. In the morning she found her old pet hen shot through the eye.

Joe and Sadie parented four children – Mary Bell, named for her paternal grandmother, was the oldest and was nicknamed Mamie. Martha Gertrude, named for her maternal grandmother, was next and was nicknamed Martie. Their son was Wilbur Joseph and nicknamed Burr. In 1892 another daughter was born, Winifred Lucille, nicknamed Winnie. Mamie had thick, wavy, long brown hair and pansy-blue eyes. Martie also had dark hair and blue eyes.

Joe and Sadie's children all attended the university in Tucson. Burr then attended business college in Los Angeles where he became reacquainted with Annie S. Skelton whom he then married. Martie married Dr. Robert

Nelson Looney on June 28, 1900. Dr. Looney practiced surgery in Mayer, the hospital at McCabe and then Prescott. He served many years as state health officer. He also served as physician and surgeon for the Santa Fe Railroad.

The town of Mayer experienced its first disaster in February of 1890. It had been raining heavily with no sign of the downpour letting up. Joe and Sadie moved their possessions to higher ground, and their Chinese servant Pete cooked and baked. A dam built six miles up Big Bug Creek by a placer mining company gave way sending water and boulders downstream, uprooting trees and killing and rushing dead cattle down into Mayer. The original Big Bug Station was swept away, but Joe was quick in rebuilding. He found part of his house downstream and salvaged the lumber. Everyone pitched in and Joe hired two carpenters, Fred Steece (a Mayer minister) and George Rich. Meanwhile the Mayer family lived in a two room cabin built by George and Al McCann.

Joe hired four Chinese boys to run the new restaurant. He enlarged his corral and soon had a livery stable in operation. Freight wagons left overnight often carried dynamite for the mines. *Because Sadie worried about explosions, Joe built a powder house in a cave up the mountain side.*

Joe built the first schoolhouse in Mayer, and Sadie would keep 2-3 out-of-town children *so they could attend. She never charged for room and board, she must of loved children.* Before long, a second one-room schoolhouse was built to be within walking distance for the children. Joe paid the teacher their first month's salary and they boarded in his home. The first teacher was Miss Francis (Fanny) Willard who later married John Munds who then became the Yavapai County sheriff. In 1914 Fanny was elected to the state senate. Molly Ruffner, the wife of George Ruffner who also became Yavapai County sheriff, was a teacher in Mayer too. Other teachers were Mabel Meany, A. E. Joslin, Dr. R. N. Looney and Grace Overman.

There were three schoolhouses before the red brick schoolhouse was built. One of the previous schoolhouses is across the street and is now a private residence. Ernest Love, a World War One hero and flying ace attended this school. After the red brick schoolhouse was built, the previous schoolhouse was used as a meeting place for the town and as the polling place. The red brick schoolhouse was built after Joe's death.

Joe provided right-of-way for the Santa Fe Railroad to build a branch line in 1898 between Prescott and Mayer. With the railroad, Mayer became a commercial center for the area. The first ticket agent was Ben Snyder. Cattle, sheep and ore were shipped by rail. Shepherds and cattlemen stopped at Mayer Station to load up on provisions for the long journey ahead. The train also brought passengers, mail and ice. In 1902 the railroad was extended to Crown King and to the mining camp of Poland.

There were now many visitors from far away. A man & wife visited from back East and were very interested in Indian life. They were pleased to find a large Apache camp across the creek. Joe's daughters accompanied them to the camp where they found a man cooking something over the fire. His cooking can was full of wood rats, skins and all. When an animal would float to the top, he would poke it with a sharp stick & the air would escape with a whistle. The lady guest became quite pale and everyone was ready to go back across the creek.

Joe built a hotel with a large porch across the front and a railed balcony across the second floor. There were long hallways and many rooms. Before the upstairs was portioned, Joe held a dance party with an orchestra from Prescott. At midnight supper was served by Joe's Chinese cooks. The center piece was a roast suckling pig with an apple in its mouth. One of the cakes was a castle surrounded by trees and flowers decorated by Hom, one of the Chinese cooks who had once worked for a French baker.

In 1900 Joe bought an antique Brunswick bar and matching cabinets made of hardwood and hand carved for his saloon. It had been shipped around Cape Horn in 1861. It was sold in 1965 to the Pioneer Foundation for \$10,000 and now resides in Pioneer, AZ.

The Mayer Realty Investment Company was formed by Joe Mayer, George Treadwell and George's son. In 1904 they incorporated the town, laid out streets and sold lots. Lots were offered from \$1 to \$500 each and could be purchased on the installment plan. The town piped water from the Grapevine Spring and had gravity flow to the town.

Some of the early businessmen were Frank Wagner, the town's first blacksmith, who built the White House hotel. W. S. Deeds was the town's brickmaker and he provided the material for Joe's business block. John Martin had a garage and the tuberculosis sanitarium. Mr. Freeman published the Big Bug Enterprise and Mr. Hill printed the Mayer Miner. Frank Giroux had the assay office, Frank Heffernan had the hardware store, Sam Lee had the laundry, and Jim Bark had a meat market.

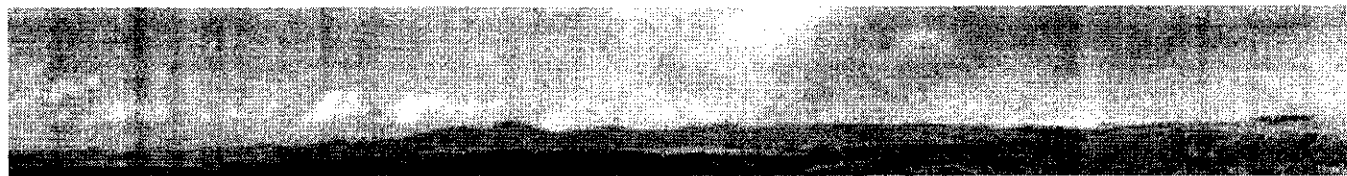
One day Joe had a visitor from his hometown, Olean, New York, a friend of his family. He brought the news that Joe's father and older brother Gus were dead. His mother's health was bad and she wished to see Joe before she died. Joe made the trip to New York to visit his mother and younger brother Tony. She died shortly after his visit.

The town continued to grow. But on a rainy night in December, 1909, Joe's visions ended. Thinking he heard a prowler, he armed himself, and went out to investigate. He lost his footing, fell and accidentally shot himself fatally. He was attended at home by his son-in-law, Dr. Looney and by the priest from Prescott, Father Mandin. All the Mayer businesses closed and the school bell tolled as Joe's funeral train passed. Joe was buried from Sacred Heart Church of Prescott with his brother Masons marching behind him to the cemetery.

Homer B. Wood was appointed administrator of Joe's estate. Most of the burden, however, fell upon Burr's shoulders who worked in the store which was terribly in debt on account of too much credit and too few collections. After he cleared the store of all the old debts, Sadie turned the store over to Burr to run as his own. She let Joe Martin manage the Mayer Waterworks. She let the Chinese cooks go and did the cooking herself.

After Joe's death, Sadie worked in the boarding house until it closed. Then she focused her time at working in the post office. One day she tripped over a mail sack and fell, breaking her hip. Sadie died November 11, 1934 after suffering a stroke. She's buried beside Joe at Mountain View Cemetery in Prescott.

Joe Mayer had big dreams but never sought personal glory. He lived to see his children grow up, receive their education in Mayer and the State University in Tucson.



The Mayer Area

Home
The Mayer Area

Mayer How Many Mines Were There?

Mayer	During the late 1800's and early 1900's, mining was at its peak. The following is a small sampling of mines located in and around Mayer.
Spring Valley	Blue Bell – copper
Cordes Lakes	De Soto – copper
Cordes Junction	Silver Belt – silver, lead & zinc
Events	AZ National – silver, lead & zinc
Member Directory	Loma Verde (also known as Lone Pine) – gold, copper
The Chamber	Swindler – gold, copper
Local Links	Butternut – gold
	Henrietta – gold
	Little Jesse – gold
	Gladstone/McCabe – gold, silver
	Mudhole – gold, silver
	Lelan – gold, copper
	Hackberry – gold, copper
	Iron Queen – copper
	AZ Copper – chalcopryrite copper
	Moscow – copper
	Binghamton – copper
	Copper Queen – copper
	Rio Tonto – copper
	Copper Age – copper
	Big Bug – copper

Jerome Copper – copper

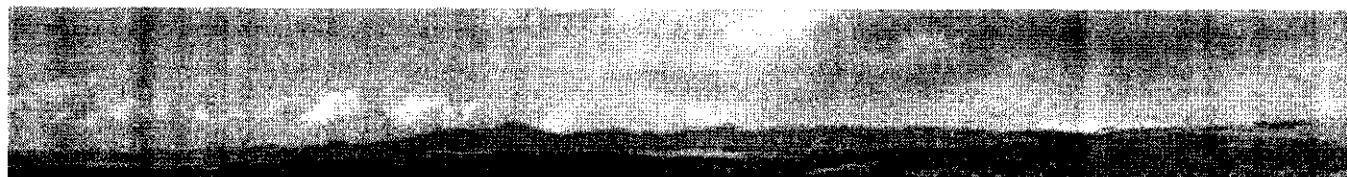
Barbara – copper

Little Egypt – copper, silver

The Pocohontas – silver, lead & copper

Iowa – copper

From Yavapai Magazine, volume VI, March 1918

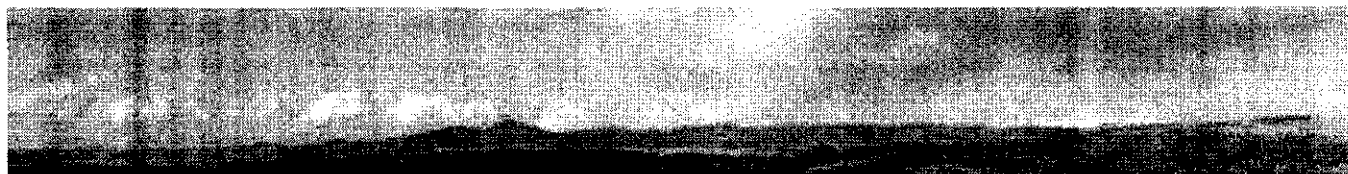


The Mayer Area

Home
The Mayer Area

Mayer
The Dugas/Teskeys

Mayer	In the early 1870's Louis and Mary Dugas with their two young sons, Fred and Chris, headed east from San Francisco and settled in Prescott, Arizona. The infamous little town was then a tent city filled with miners and mountain men. Louis took a job at a local sawmill; he also owned a small brewery on Whiskey Row.
Spring Valley	
Cordes Lakes	
Cordes Junction	In 1877 Louis and Mary moved to the wide open spaces homesteading 25 miles east of what would become the town of Mayer. They farmed and ranched their land. The town of Mayer was not established until 1883 when Joe Mayer arrived. Prescott was the closest town but was a two day trip.
Events	
Member Directory	The oldest of the Dugas boys, Chris, married and had a daughter. The cabin he built in Mayer stands today.
The Chamber	In 1903 the younger son, Fred, married Gertrude Showers. They remained on the family ranch where Fred ran a boarding facility for men and mules. It was a popular stop for teamsters building the power line from Childs to Poland Junction.
Local Links	<p>Fred and Gertrude also operated a boarding school where their own three children, Alfred, Evelyn and Phoebe, began their education. Soon a post office and general store were added to the land and the town of Dugas was born.</p> <p>The boarding school closed down just as Charles and Minna Orme were ready to start a school of their own. This is how the Orme School came to be.</p> <p>Alfred Dugas enlisted in the service and was taken prisoner of war in the Phillipines where he remained for 6 years. Evelyn married Lloyd Dingman and they took up ranching in Black Canyon City. Phoebe married Colonel Teskey in 1938.</p> <p>The Teskeys began their lives together at Colonel Teskey's ranch east of Cordes Junction, now known as the EZ Deer Farm. Colonel Teskey also owned and operated a ranch at the mouth of the Big Bug creek. The couple had three children, Trudy, Bert and Fred. In the late 1940's, the Teskey family moved back to the Dugas Ranch to help Phoebe's parents. It was a difficult life for Phoebe because her children attended school in Mayer in the red brick schoolhouse. She spent much of her time away from her husband and the ranch to see to her children's education.</p> <p>The Dugas/Teskey Ranch is still a working cattle ranch run by Trudy and Bert. Fred manages the neighboring T-Anchor Ranch. The school</p>



The Mayer Area

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The newspaper of August 27, 1902 ran this story:

A few weeks since the Journal-Miner made mention of being the recipient of a sample lot of cactus toothpicks from Joe Mayer. The toothpicks were made from cactus thorns and were quite unique. An industry involving their manufacture is now being developed at Mayer by a man named E. S. Rogers, and it is his intention to place them on the market. In their natural state, with their external covering on, they are dull and unattractive, besides being too sharp to be serviceable. To scrape their covering off a beautiful variegation of colors is obtained, but the process of doing this by hand is entirely too slow to be profitable. Mr. Rogers therefore interested Joe Mayer with him and began a series of expensive experiments with chemicals for a method of treatment by wholesale. He has been rewarded

The newspaper of September 12, 1902 ran this story:

Under the name of the "Indian Souvenir Toothpick Company", a plant is in operation at Mayer that shows the natural resources of this section in so far as furnishing toothpicks go. Messrs. Mayer and Rogers are the men who are behind the enterprise and are now diligently employed in not only preparing the article they semi-manufacture, but in marketing the same. They are up to date unable to supply the demand owing to the great number of orders received. The little instruments they are handling are the production of the cactus plant, serviceable in their duty more so than the common wood article, and when polished are variegated in color.

Mr. Rogers, who "caught on" to the idea of preparing the thorn from the plant, has labored earnestly to prepare a chemical solution to strip the branch of its natural growth and has succeeded admirably. The toothpick he produces is about two and one-half inches long, has an amber tip of a natural color, while along the stem there is a variety of colors, showing the natural condition of the plant. There is nothing whatever artificial in the toothpick in either color or composition. They are also durable and will give better service than the manufactured goods. A box may be seen at this office, and a sample will be given any who may call.



District

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Jr-Sr High

Schoolmaster
Report Card
Handbook
Breakfast
Lunch

Elementary

Schoolmaster
Report Card
Handbook
Breakfast
Lunch

Contact Us

District Office

Jim Nelson, Superintendent
12606 East Main Street
Mayer, Arizona 86333
(928) 632-7845
FAX (928) 632-4005

Special Education

Bernard Kruse, Director of Special Education
12606 East Main Street
Mayer, Arizona 86333
Office (928) 632-5057
FAX (928) 632-4005

Jr-Sr High School

Jim Dean, Principal
17300 East Mule Deer Drive
Mayer, AZ 86333
Office (928) 632-7629
FAX (928) 632-5714

Elementary

Patti Leonard, Principal
12568 East Main Street
Mayer, Arizona 86333
Office (928) 632-7506
FAX (928) 632-9610

Please Note:

To contact us by mail, please send to:
P.O. Box 1059
Mayer, Arizona 86333

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Classroom Dollars and Proposition 301 Results

Mayer Unified School District

District size:	Medium
Grades served:	Pre-K-12
Students attending:	617
Number of certified teachers:	35

Comparative Information

	District	State
Student/teacher ratio 2001:	15.1	18
Student/teacher ratio 2002:	17.6	17.9
Average teacher salary 2001:	\$29,513	\$37,176
Average teacher salary 2002:	\$31,978	\$39,973

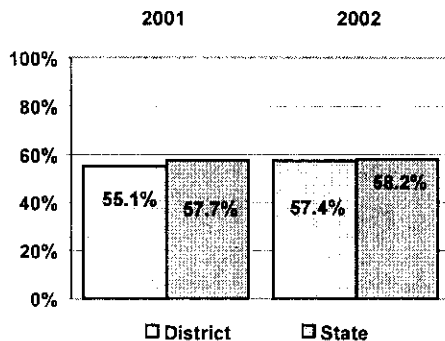
Arizona LEARNS Achievement Profiles

Number of schools: 2

"Excelling" schools:	0	"Maintaining" schools:	1
"Improving" schools:	1	"Underperforming" schools:	1
Unrated schools:	0		

(2 programs at 1 junior/senior high school were rated separately.)

Classroom Dollars



2002 classroom dollar ranking: 90 of 229 districts

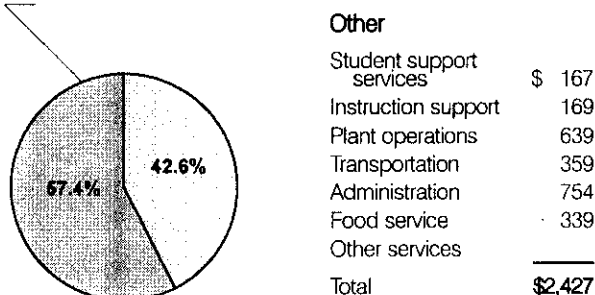
Administrative costs

	District	Peer group*	State
	2001	2002	2002
Percentage	14.1%	13.2%	11.7%
Per-pupil	\$795	\$754	\$599

* Peer group consists of similarly sized districts

Total 2002 per-pupil expenditures: \$5,704

Classroom dollars: \$3,277



Proposition 301

Revenues:

	2002 Actual	2003 Estimated
Total	\$210,281	\$203,239

Expenditures:

	2002 Actual	2003 Budgeted
Base	\$ 30,180	\$ 56,277
Performance	44,918	126,952
Menu	56,642	121,532
Total	\$131,740	\$304,761

Proposition 301 expenditures were 3.74 percent of the District's \$3,518,695 current operating expenditures in fiscal year 2002.

District-reported 2002 results

- On average, each teacher earned between \$2,195 and \$3,065 in additional salary.
- The counselor also earned an additional \$2,195 in salary.
- All 19 elementary school teachers accomplished performance goals involving 75 percent student progress in reading and 40 percent parental involvement level.
- All 18 junior- and senior-high school teachers participated in student activities.
- 6 of 18 junior- senior-high school teachers completed a summer professional development workshop.

MAYER UNIFIED SCHOOL DISTRICT NO. 43

12606 E. Main Street
P O Box 1059 - Mayer, Arizona 86333
(928) 642-1000 - FAX (928) 632-4005



JAMES H. NELSON, *Superintendent*
CAROL O'BRESLY, *Receptionist*
CINDY BLEVINS, *Payroll Specialist*
DIANE MOSES, *Office Manager*

Board Briefs

High School (928) 642-1201
Junior High (928) 642-1215
Elementary (928) 642-1101

March 10, 2005

Approved reducing 9-12th grade class periods and credits for graduation beginning 2005-06.

Approved helping Sophomore Class with cost of senior trip if 75% pass AIMS reading and writing portion of the test.

Modified summer school for only students in preschool, K - 3 Americorps, and those special needs students meeting the criteria for Extended Year.

Tabled going to an HSA (Health Savings Account) insurance coverage until Mr. Nelson has received more bids.

Directed administration to get more information on a 3rd party student transportation provider.

Delayed the recommendation by Mr. Nelson to issue contracts until the April 7th special board meeting.

Entered into executive session for administrative evaluations.

Accepted resignations:

Pat Goodwin - elementary custodian

Appointments:

Carol Kuhre - bus driver

Substitute teachers:

Dr. Billie Alare, Kelly Gilligen, Patricia Pabst-Boone, Fred Pitman, Lynette Scarry, Lisa Simipson, Sheryl Whitmer

Superintendent's Report and Current Events:

Thanked the community supporting the financial need of a high school student so she can attend summer school at the U of A medical college.

Introduced Kathy O'Sullivan who shared information about our Americorps grant.

Encouraged everyone to contact legislators for more support for schools.

Mayer Junior/Senior High School

ARIZONA SCHOOL REPORT CARD 2003-04

17300 E. Mule Deer Drive, Mayer, AZ 86333

Mayer Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

High School Achievement Profile *

Performing*

No Child Left Behind

Adequate Yearly Progress***

Not Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Jim Dean
Schedule : 7:00 AM to 3:45 PM
Grades : 7-12
2003 Enrollment : 333
Web Address : www.mayer.k12.az.us
Phone Number : (928) 632-7629
Fax Number : (928) 632-5714
E-mail : jimdean@mayer.k12.az.us

Mission

Students, staff, and administration of Mayer Jr/Sr High School are devoted to academic, vocational, technical, and individual development. We work together to provide a safe and supportive learning environment and attain proficiency in AIMS.

School / Academic Goals

- 85% of our students will Meet or Exceed the standard on AIMS (Arizona's Instrument to Measure Standards) by their Senior year.
- To ensure the faculty will plan for, and students will participate in, writing, using the Six Trait Writing Rubric in all curricular areas.

Instructional Programs

- Comprehensive Junior/Senior High School
- Applied Academics to the Standards
- Computer Based Instruction for Credit
- Educational Talent Search - Tutorial

Enrollment

October 1, 2002 School Year Student Enrollment : 306
Accepting New Students in 2003-04 Under Open Enrollment Law² : Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 15

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/20/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Mayer Junior/Senior High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Curriculum Advisory
- Textbook Adoption Advisory
- School Safety Issues
- Student Discipline
- Technology
- Extracurricular Activities

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	19.50
Other Professional Staff	1.50	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	0	0	0	0
10 or more years	6	7	0	0

Shared Responsibilities

School

Mayer Jr/Sr H.S. will provide success-oriented learning activities for students in order to develop their full potential and contribute to society.

Parents

Parents need to be involved in their child's education at the Jr/Sr High level. Parents can help by monitoring student's attendance & progress; define needs; attend school functions; provide a learning environment; and check homework & study skills.

Resources Available at School Site

Special Facilities

- Media Center/Business Lab
- Computer Based Instruction Lab

Extracurricular Activities

- Student Council
- National Junior and Senior Honor Society
- Varsity, JV, and Jr. High Sports
- FFA for Junior & Senior High

Social Services

- Credit Retrieval Program
- Yavapai College Community Classes
- Drug/Gang Awareness Seminars
- Tutoring Activities

Transportation Policy

Students living at least a mile from school may receive bus transportation. A special vehicle is provided for handicapped children. An activity bus is available for those students participating in afterschool athletic and academic activities.

Mayer Junior/Senior High School

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- All students write across the curriculum and writings are assessed by the Six Trait Writing Rubric. AIMS Writing scores are 90% in 10th grade, meeting/exceeding standards. All staff have been trained to use the Six Trait Rubric.
- All students have access to computer technology and the Internet on a daily basis. Students earn dual credit for college classes.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Basketball Final Four	2002
NCA Accreditation	2003
Grand and Reserve Grand Champion Swine-FFA Last 2 Years	2003
Football and Softball State Playoffs	2002

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	93	95	94	96
Transfers Out ³	29	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	11	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	4			8
Status Unknown ⁹	3			6
Graduation Rate ¹⁰	60			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	95	90
Grades 7-8	87	97

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Mayer Junior/Senior High School

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	71167	100	100	99	473	473	463	17	17	38	68	68	41	12	12	14	2	2	7
All Students (Prior Year)	33	33	66213	NA	NA	NA	463	463	459	37	37	39	43	43	40	10	10	14	10	10	7
Female	17	17	34825	106	106	99	454	454	462	38	38	38	56	56	42	6	6	14	0	0	6
Male	29	29	36047	97	97	99	484	484	464	4	4	38	76	76	39	16	16	15	4	4	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	NC	NC	23643	NC	NC	97	NC	NC	445	NC	NC	53	NC	NC	37	NC	NC	8	NC	NC	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	--	--	5161	--	--	103	--	--	435	--	--	63	--	--	30	--	--	5	--	--	2
White	30	30	35245	77	77	95	470	470	476	23	23	26	65	65	45	8	8	19	4	4	10
Students with Disabilities	NC	NC	8095	NC	NC	104	NC	NC	426	NC	NC	69	NC	NC	25	NC	NC	5	NC	NC	1
Students without Disabilities	42	42	63072	102	102	99	473	473	464	17	17	37	68	68	41	12	12	15	2	2	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614	--	--	--	--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057	--	--	--	--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	46	46	54110	--	--	--	473	473	468	17	17	33	68	68	43	12	12	16	2	2	8

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	71100	100	100	99	510	510	502	12	12	25	22	22	21	51	51	40	15	15	15
All Students (Prior Year)	33	33	66144	NA	NA	NA	512	512	504	27	27	24	23	23	20	30	30	40	20	20	16
Female	17	17	34801	106	106	99	516	516	505	19	19	21	19	19	22	38	38	42	25	25	15
Male	29	29	36010	97	97	99	507	507	499	8	8	28	24	24	20	60	60	38	8	8	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	NC	NC	23630	NC	NC	96	NC	NC	485	NC	NC	37	NC	NC	25	NC	NC	32	NC	NC	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	30	30	35198	77	77	95	503	503	515	19	19	15	23	23	18	46	46	47	12	12	21
Students with Disabilities	NC	NC	8121	NC	NC	105	NC	NC	470	NC	NC	55	NC	NC	20	NC	NC	21	NC	NC	4
Students without Disabilities	42	42	62979	102	102	99	510	510	503	12	12	23	22	22	21	51	51	41	15	15	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623	--	--	--	--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040	--	--	--	--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	46	46	54060	--	--	--	510	510	507	12	12	20	22	22	20	51	51	43	15	15	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	69001	100	100	96	498	498	490	2	2	17	49	49	37	49	49	45	0	0	1
All Students (Prior Year)	28	28	63579	NA	NA	NA	486	486	493	11	11	15	56	56	42	33	33	41	0	0	2
Female	17	17	34086	106	106	97	506	506	496	0	0	13	31	31	36	69	69	51	0	0	1
Male	29	29	34644	97	97	95	494	494	484	4	4	22	60	60	39	36	36	38	0	0	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	NC	NC	22656	NC	NC	92	NC	NC	476	NC	NC	27	NC	NC	43	NC	NC	30	NC	NC	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	30	30	34501	77	77	93	493	493	500	4	4	10	50	50	34	46	46	55	0	0	1
Students with Disabilities	NC	NC	7386	NC	NC	95	NC	NC	459	NC	NC	46	NC	NC	37	NC	NC	17	NC	NC	0
Students without Disabilities	42	42	61615	102	102	97	498	498	491	2	2	16	49	49	37	49	49	45	0	0	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590	--	--	--	--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383	--	--	--	--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	46	46	52618	--	--	--	498	498	494	2	2	14	49	49	36	49	49	49	0	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	56	57534	102	102	91	480	480	491	55	55	46	19	19	16	13	13	23	13	13	15
All Students (Prior Year)	42	42	51010	NA	NA	NA	453	453	483	67	67	45	17	17	20	11	11	23	6	6	11
Female	30	30	28155	97	97	90	483	483	491	52	52	47	17	17	16	14	14	24	17	17	14
Male	26	26	28932	108	108	89	476	476	491	61	61	46	22	22	15	11	11	23	6	6	16
African American	--	--	2558	--	--	86	--	--	475	--	--	64	--	--	15	--	--	16	--	--	6
Hispanic	NC	NC	17547	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	15	NC	NC	6
Asian/Pacific Islander	NC	NC	1395	NC	NC	96	NC	NC	519	NC	NC	22	NC	NC	16	NC	NC	28	NC	NC	35
American Indian/Alaskan Native	NC	NC	3794	NC	NC	91	NC	NC	468	NC	NC	72	NC	NC	13	NC	NC	12	NC	NC	3
White	47	47	29790	98	98	86	479	479	501	56	56	34	21	21	17	13	13	29	10	10	20
Students with Disabilities	NC	NC	5562	NC	NC	93	NC	NC	461	NC	NC	79	NC	NC	10	NC	NC	8	NC	NC	3
Students without Disabilities	47	47	51972	100	100	90	480	480	492	55	55	45	19	19	16	13	13	24	13	13	15
Limited English Proficient Students	NC	NC	5467	NC	NC	111	NC	NC	458	NC	NC	87	NC	NC	7	NC	NC	5	NC	NC	1
Migrant Students	--	--	702	--	--	--	--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446	--	--	--	--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	56	56	47088	--	--	--	480	480	495	55	55	42	19	19	16	13	13	26	13	13	17

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	53	56700	96	96	89	507	507	512	13	13	15	28	28	23	51	51	52	9	9	10
All Students (Prior Year)	42	42	50525	NA	NA	NA	507	507	517	14	14	12	31	31	22	49	49	51	6	6	15
Female	30	30	27862	97	97	89	509	509	517	7	7	12	34	34	22	48	48	54	10	10	12
Male	23	23	28398	96	96	88	504	504	507	22	22	19	17	17	24	56	56	49	6	6	9
African American	--	--	2529	--	--	85	--	--	495	--	--	24	--	--	31	--	--	41	--	--	4
Hispanic	NC	NC	17305	NC	NC	85	NC	NC	494	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Asian/Pacific Islander	NC	NC	1382	NC	NC	95	NC	NC	530	NC	NC	6	NC	NC	17	NC	NC	59	NC	NC	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	45	45	29209	94	94	84	505	505	525	13	13	9	31	31	17	49	49	59	8	8	15
Students with Disabilities	NC	NC	5215	NC	NC	87	NC	NC	478	NC	NC	43	NC	NC	29	NC	NC	25	NC	NC	2
Students without Disabilities	47	47	51485	100	100	89	507	507	513	13	13	15	28	28	23	51	51	52	9	9	11
Limited English Proficient Students	NC	NC	5378	NC	NC	109	NC	NC	471	NC	NC	48	NC	NC	36	NC	NC	15	NC	NC	0
Migrant Students	--	--	689	--	--	--	--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358	--	--	--	--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	53	53	46342	--	--	--	507	507	516	13	13	13	28	28	21	51	51	54	9	9	12

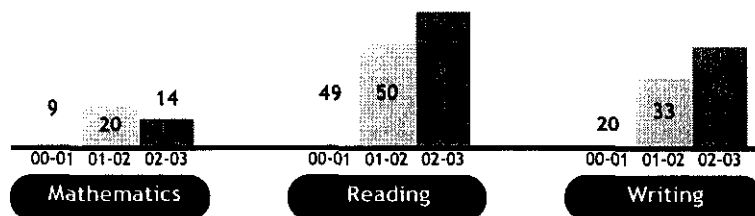
Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	57	55090	104	104	87	477	477	479	10	10	16	0	0	13	90	90	70	0	0	0
All Students (Prior Year)	44	44	50572	NA	NA	NA	473	473	481	10	10	14	21	21	23	69	69	63	0	0	1
Female	30	30	27752	97	97	89	483	483	483	7	7	13	0	0	12	93	93	75	0	0	0
Male	27	27	26842	113	113	83	468	468	474	14	14	20	0	0	15	86	86	65	0	0	0
African American	NC	NC	2336	NC	NC	78	NC	NC	464	NC	NC	25	NC	NC	14	NC	NC	62	NC	NC	0
Hispanic	NC	NC	16391	NC	NC	81	NC	NC	458	NC	NC	28	NC	NC	16	NC	NC	56	NC	NC	0
Asian/Pacific Islander	NC	NC	1356	NC	NC	93	NC	NC	499	NC	NC	7	NC	NC	9	NC	NC	83	NC	NC	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	47	47	29053	98	98	84	478	478	492	10	10	8	0	0	12	90	90	79	0	0	0
Students with Disabilities	NC	NC	4141	NC	NC	69	NC	NC	436	NC	NC	47	NC	NC	18	NC	NC	35	NC	NC	0
Students without Disabilities	50	50	50949	106	106	89	477	477	479	10	10	16	0	0	13	90	90	71	0	0	0
Limited English Proficient Students	NC	NC	4711	NC	NC	96	NC	NC	422	NC	NC	61	NC	NC	13	NC	NC	26	NC	NC	0
Migrant Students	--	--	666	--	--	--	--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168	--	--	--	--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	57	57	44922	--	--	--	477	477	484	10	10	13	0	0	13	90	90	73	0	0	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

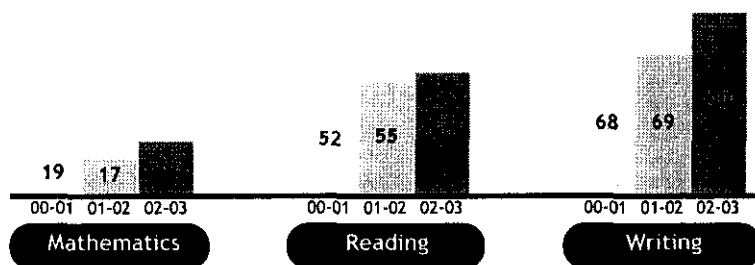
Mayer Junior/Senior High School

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

Mayer Junior/Senior High School

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
		No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Mayer Junior/Senior High School

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	97	48	48		96	39	39		96	56	56	
	Language	95	52	52		96	40	40		96	57	57	
	Mathematics	89	55	55		98	48	48		98	65	65	
8	Reading	98	50	50		100	57	57		100	55	55	
	Language	96	43	43		100	48	48		100	53	53	
	Mathematics	88	64	64		100	58	58		100	72	72	
9	Reading	96	38	38		100	38	38		100	40	40	
	Language	96	32	32		100	35	35		100	32	32	
	Mathematics	93	53	53		100	62	62		100	62	62	

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety**School-level Efforts to Ensure a Safe and Healthy Learning Environment**

To provide for a safe school, disruptive students are removed from their classrooms and receive consequences for behavior including early parent intervention. A School Resource Officer provides Law-related Education and is available for enforcement.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

25

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Jane Conway	(928) 632-5889
Transportation Policy	Judy Foster	(928) 632-9427
Community Resources	Jim Dean	(928) 632-7629
School Nutrition Programs	Susie Allen	(928) 632-7506
Parent Organization		
Student Health/Nurse	Gail Ayers	(928) 632-7506

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

**MAYER JUNIOR/SENIOR
HIGH SCHOOL**

STUDENT/PARENT HANDBOOK

2004-2005

P. O. Box 1059
~~1300~~ East Mule Deer Drive
Mayer, Arizona 86333
(928) 632-~~729~~
Fax (928) 632-5714

This handbook will be regularly
reviewed and may be changed at any time.

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PRINCIPAL'S MESSAGE

Welcome to Mayer Jr/Sr High School. For those of you who are returning, welcome back! For those new to the school, we are excited that you have chosen Mayer Jr/Sr High and look forward to making your acquaintance.

Our mission continues to be student centered with our goal to prepare every student for success on the state AIMS test, to become a responsible and productive member of society, and to achieve his or her personal goals and ambitions.

In order to meet the needs of our students, we need the help of the parents, community and school working together. One of the ways to assure success is to have the student in school, prepared with homework, and communicate with them in reference to their assignments.

This agenda can be a tool of communication between the school and home and home and school. Please feel free to write a note in it to the teacher and remind your son/daughter to tell the teacher of the information.

We hope to have a most successful year for Mayer Jr/Sr High School and will look for help from all stakeholders to accomplish the task ahead.

Sincerely,

Jim Dean, Principal

MAYER JR/SR HIGH MISSION STATEMENT

The students, staff, and administration of Mayer Jr/Sr High School are devoted to academic, vocational, technical, and individual development. We work together to provide a safe and supportive learning environment where students can explore academic, athletic, artistic, vocational, and technical subjects. To achieve these goals, the students, staff, and administration are constantly searching for tools to enrich and nourish ourselves in our personal and professional growth.

The goal of each Mayer Jr/Sr High School graduate is to:

- Demonstrate basic and higher order thinking, communication, research, and writing skills in the core, vocational, and technical subjects.
- Demonstrate the ability to meet or exceed state average AIMS test requirements.
- Demonstrate an understanding of basic life skills, setting and completing goals, and preparation for post secondary education and the workforce.
- Demonstrate personal growth in accountability, responsibility, leadership, respect for others, self-esteem and self-discipline.

DISTRICT MISSION

The mission of the District is to provide comprehensive, success-oriented learning activities for young people in our schools.

MAYER UNIFIED SCHOOL DISTRICT PUBLIC NOTICE OF NONDISCRIMINATION

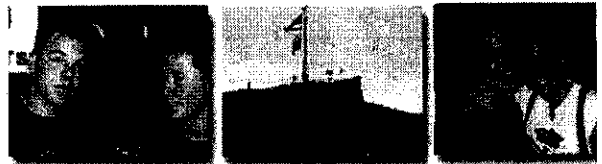
The Mayer Unified School District affirms that it does not discriminate on the basis of race, color, natural origin, sex, age, or disability in access or admission to, success or treatment in, any of its educational programs, activities, or employment opportunities.

Additionally, a lack of English Language Skills shall not be a barrier to admission or acceptance into any program including vocational education.

The preceding is in compliance with titles VI and VII of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act Amendments of 1973, the Age Discrimination Act of 1967 as amended in 1978 and 1986, and the Americans With Disabilities Act of 1990.

Notification of Rights under FERPA for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education record. They are:



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Community Technology Center

Jr-Sr High
Schoolmaster
Report Card
Handbook
Breakfast
Lunch

Elementary
Report Card
Handbook
Breakfast
Lunch



The center provides the community, MUSD students and staff with computer help, training and access to a PC, high speed Internet, Microsoft Office and color printing services to assist them with their needs. In addition to this we offer a wide range of educational software students who need reinforcement in any of the subjects. To contact us please come to the C1 Lab located at the former district office.

Community Technology Center
17300 E. Mule Deer Drive
Mayer, AZ 86333

Hours of Operation: (By Appointment)
Monday & Thursday
3:00 PM to 6:00 PM
(928) 642-1241



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Mayer Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

12701 Main Street, Mayer, AZ 86333

Mayer Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Donald H. Cook
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-6
2003 Enrollment : 304
Web Address : www.mayer.k12.az.us/elementary
Phone Number : (928) 632-7506
Fax Number : (928) 632-9610
E-mail : doncook@mayer.k12.az.us

Mission

Mayer Elementary School's mission is to provide a quality education for each and every child each and every through diverse academic, character, and developmental programs in traditional, self-contained, and departmentalized classrooms.

School / Academic Goals

- Arizona Consolidated Plan: Beginning with the 2001-02 school year and by June 30, 2005, 80% of all students will achieve cut scores on grade-level assessments tools in reading, writing, and science (DAP).
- Arizona Consolidated Plan: Beginning with the 2001-02 school year and by June 30, 2005, 80% of all students will meet the state cut score on AIMS.

Instructional Programs

- AZ Academic Standards-based Curriculum
- Rigorous Academics and Gifted
- Special Education: Pre-K-6
- PE/General Music/Band

Enrollment

October 1, 2002 School Year Student Enrollment : 331
Accepting New Students in 2003-04 Under Open Enrollment Law² : Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 2

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 45 minutes
First Day of School : 8/18/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Mayer Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Curriculum Advisory
- Textbook Adoption Advisory
- Parent Friendly Standards Handbook

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	18.50
Other Professional Staff	3.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	1	0	0	0
10 or more years	6	9	0	0

Shared Responsibilities

School

Mayer Elementary School has a responsibility to provide students the highest possible quality education that focuses upon the Arizona Standards within a safe and nurturing environment.

Parents

Parents are responsible for supporting the school and working together as an important part of an instructional team on behalf of their children.

Resources Available at School Site

Special Facilities

- Music/Band, Physical Education
- Library/Media Center & Computer Lab

Extracurricular Activities

- Spelling Bee/Geography Bee/MathChallenge
- Boys Basketball/Track
- Girls Volleyball/Basketball
- CHAMPS/Tobacco Classes

Social Services

- Breakfast/Lunch Programs
- Yavapai County Support Services
- Educational & Enrichment Field Trips
- DARE and Other Local Groups

Transportation Policy

Students living at least a mile from school may receive bus transportation. A special vehicle is provided for handicapped children. An activity bus is available for those students participating in sanctioned afterschool activities.

Mayer Elementary School

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Complete construction of the Students First addition at Mayer Elementary School by 2004.
- Maximize the number of professional growth and development opportunities for teachers and support staff as evidenced by their attending inservices.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• 1st & 3rd Place in State Stock Market Competition	1999
• 2nd on Yavapai County Math Challenge: Real World	2000
• Yavapai County Teacher of the Year Finalists	2001
• Designated "Improving School" by ADE	2002

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	24	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	23	10	10	9
Promotion Rate ⁶	93	99	98	95
Retention Rate ⁷	7	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	74	63
Grades 3-4	61	69
Grades 4-5	68	76
Grades 5-6	54	63

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

3rd Grade

Mathematics		# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
All Students	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
All Students (Prior Year)	44	45	45	45	45	45	45	45	45	45	45	45	45	45	45
Female	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
Male	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
African American	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Hispanic	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Asian/Pacific Islander	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
American Indian/Alaskan Native	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
White	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Students with Disabilities	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Students without Disabilities	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
Limited English Proficient Students	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Migrant Students	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Economically Disadvantaged	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Non-Economically Disadvantaged	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41

Reading		# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
All Students	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
All Students (Prior Year)	44	45	45	45	45	45	45	45	45	45	45	45	45	45	45
Female	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
Male	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
African American	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Hispanic	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Asian/Pacific Islander	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
American Indian/Alaskan Native	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
White	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Students with Disabilities	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Students without Disabilities	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
Limited English Proficient Students	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Migrant Students	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Economically Disadvantaged	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Non-Economically Disadvantaged	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41

Writing		# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
All Students	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
All Students (Prior Year)	43	44	44	44	44	44	44	44	44	44	44	44	44	44	44
Female	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
Male	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
African American	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Hispanic	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Asian/Pacific Islander	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
American Indian/Alaskan Native	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
White	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Students with Disabilities	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Students without Disabilities	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
Limited English Proficient Students	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Migrant Students	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Economically Disadvantaged	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Non-Economically Disadvantaged	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	43	76230	98	98	101	494	494	498	7	7	12	46	46	38	10	10	12	37	37	37
All Students (Prior Year)	53	53	72888	NA	NA	NA	501	501	494	2	2	14	51	51	40	14	14	12	33	33	34
Female	20	20	37247	100	100	100	482	482	500	5	5	11	55	55	40	15	15	13	25	25	37
Male	23	23	38725	96	96	101	506	506	497	10	10	14	38	38	37	5	5	12	48	48	37
African American	--	--	3594	--	--	96	--	--	476	--	--	22	--	--	46	--	--	11	--	--	21
Hispanic	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	28	28	35389	78	78	96	498	498	514	7	7	6	48	48	32	7	7	14	37	37	48
Students with Disabilities	NC	NC	9022	NC	NC	105	NC	NC	465	NC	NC	31	NC	NC	43	NC	NC	8	NC	NC	17
Students without Disabilities	41	41	67208	95	95	100	494	494	500	7	7	12	46	46	38	10	10	12	37	37	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837	--	--	--	--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	NC	NC	25037	--	--	--	NC	NC	477	NC	NC	21	NC	NC	47	NC	NC	11	NC	NC	21
Non-Economically Disadvantaged	40	40	51193	--	--	--	496	496	507	8	8	9	42	42	35	11	11	13	39	39	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	43	76202	98	98	101	507	507	505	12	12	19	24	24	24	59	59	46	5	5	11
All Students (Prior Year)	52	52	72779	NA	NA	NA	503	503	505	21	21	21	19	19	20	51	51	43	9	9	15
Female	20	20	37231	100	100	100	500	500	507	10	10	16	40	40	24	50	50	48	0	0	13
Male	23	23	38718	96	96	101	514	514	503	14	14	22	10	10	24	67	67	44	10	10	10
African American	--	--	3600	--	--	97	--	--	497	--	--	28	--	--	29	--	--	39	--	--	5
Hispanic	NC	NC	28090	NC	NC	98	NC	NC	497	NC	NC	28	NC	NC	30	NC	NC	37	NC	NC	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	28	28	35371	78	78	96	510	510	512	11	11	10	19	19	20	67	67	54	4	4	16
Students with Disabilities	NC	NC	9097	NC	NC	106	NC	NC	493	NC	NC	39	NC	NC	27	NC	NC	29	NC	NC	5
Students without Disabilities	41	41	67105	95	95	100	507	507	506	12	12	18	24	24	24	59	59	47	5	5	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832	--	--	--	--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	NC	NC	24961	--	--	--	NC	NC	495	NC	NC	32	NC	NC	30	NC	NC	34	NC	NC	4
Non-Economically Disadvantaged	40	40	51241	--	--	--	508	508	509	13	13	14	18	18	22	63	63	51	5	5	14

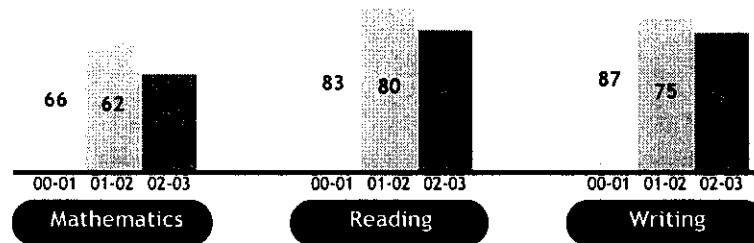
Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	42	74692	95	95	99	484	484	502	24	24	18	29	29	27	41	41	47	5	5	8
All Students (Prior Year)	52	52	70710	NA	NA	NA	505	505	512	15	15	17	37	37	26	37	37	42	11	11	16
Female	20	20	36710	100	100	99	487	487	509	20	20	14	35	35	26	40	40	50	5	5	10
Male	22	22	37742	92	92	98	481	481	495	29	29	22	24	24	28	43	43	44	5	5	6
African American	--	--	3516	--	--	94	--	--	487	--	--	26	--	--	31	--	--	39	--	--	4
Hispanic	NC	NC	27492	NC	NC	96	NC	NC	486	NC	NC	27	NC	NC	32	NC	NC	38	NC	NC	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	27	27	34785	75	75	94	487	487	517	19	19	10	37	37	23	41	41	56	4	4	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	41	41	66264	95	95	99	484	484	503	24	24	17	29	29	27	41	41	48	5	5	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814	--	--	--	--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	NC	NC	24507	--	--	--	NC	NC	480	NC	NC	31	NC	NC	33	NC	NC	33	NC	NC	3
Non-Economically Disadvantaged	39	39	50185	--	--	--	486	486	511	24	24	13	26	26	24	45	45	53	5	5	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

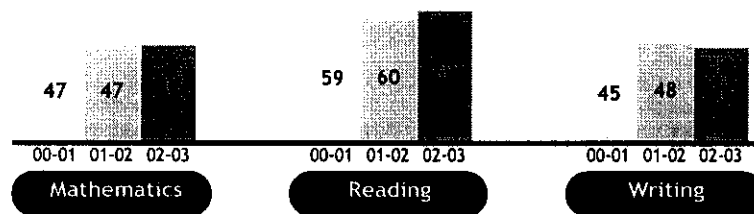
Mayer Elementary School

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
		Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link